

Project Title	Funding	Strategic Plan Objective	Institution
A behavioral analysis of anxiety in children with autism	\$6,815	Q4.S.A	New England Center for Children
A Functional Analysis of Joint Attention	\$6,815	Q4.S.C	New England Center for Children
Teaching complex skills using observational learning with video modeling to children diagnosed with autism	\$6,815	Q4.S.C	New England Center for Children
Training DRA in different contexts to lower resistance to extinction of disruptive behavior	\$6,815	Q4.S.C	New England Center for Children
From Public to Private Masturbation: An Assessment of Redirection Procedures & Discrimination Training	\$6,815	Q4.S.C	New England Center for Children
Teaching Verbal Behavior: A Response Prompt Evaluation	\$6,815	Q4.S.C	New England Center for Children
Comparison of momentary time sampling methods within a practical setting	\$6,815	Q4.S.C	New England Center for Children
Functional Analysis & Treatment Evaluation of Problem Behavior during Transitions	\$6,815	Q4.S.C	New England Center for Children
The Effects of Varying Procedural Integrity	\$6,815	Q4.S.C	New England Center for Children
An Evaluation of Decreasing Vocal & Motor Stereotypy in Children with Autism	\$6,815	Q4.S.C	New England Center for Children
A comparison of the effects of indirect assessments and demand assessments on functional analysis outcomes	\$4,159	Q4.S.C	New England Center for Children
Identifying reinforcers for use in the treatment of automatically reinforced behavior	\$4,159	Q4.S.C	New England Center for Children
Assessing the utility of a transfer trial procedure for promoting skill acquisition	\$4,159	Q4.S.C	New England Center for Children
Identifying potential positive reinforcement contingencies during the functional analysis escape condition	\$4,159	Q4.S.C	New England Center for Children
A Comparison of Differential Reinforcement Schedules to Reduce Automatically Maintained Stereotypy	\$4,159	Q4.S.C	New England Center for Children
Functional analysis & treatment of immediate echolalia	\$4,159	Q4.S.C	New England Center for Children
Combined-category preference assessment: Do edible and leisure items displace attention?	\$4,159	Q4.S.C	New England Center for Children
Relative efficacy of two NCR treatments for reducing escape-maintained problem behavior	\$4,159	Q4.S.H	New England Center for Children
An evaluation of procedures for decreasing automatically reinforced problem behavior	\$4,159	Q4.S.H	New England Center for Children
Effects of negative reinforcer value manipulations without extinction on escape-maintained problem behavior	\$4,159	Q4.S.H	New England Center for Children
Manipulating antecedent and consequent procedures for increasing vocational independence	\$4,159	Q6.Other	New England Center for Children
Determining reinforcer efficacy using demand curves& progressive ratio break points	\$4,135	Q4.S.C	New England Center for Children
Use of a visual imagining procedure to teach remembering	\$4,135	Q4.S.C	New England Center for Children

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An analysis of peer attention in maintaining problem behavior in children with autism	\$4,135	Q4.S.C	New England Center for Children
Can a DRA without Extinction decrease inappropriate food consumption and maintain its effects following a delay to reinforcement?	\$4,135	Q4.S.H	New England Center for Children
Teaching Cooking Skills Using Matrix Training and Video Prompting	\$2,716	Q4.Other	New England Center for Children
Comparing the effectiveness of video modeling and video prompting with children with autism	\$2,716	Q4.S.C	New England Center for Children
Teaching Joint Attention Using Social vs Edible Reinforcers and Assessing Changes in Affect	\$2,716	Q4.S.C	New England Center for Children
Teaching Social Orienting in Children with Autism	\$2,716	Q4.S.C	New England Center for Children
Teaching One Step Imitation Actions to Children with Autism Using Matrix Training	\$2,716	Q4.S.C	New England Center for Children
Teaching social referencing to children with autism spectrum disorders	\$2,716	Q4.S.D	New England Center for Children
Using the Early Skills Assessment Tool to Evaluate Outcomes in Children with Autism Spectrum Disorders	\$2,716	Q4.S.D	New England Center for Children
The use of video-modeling to increase procedural integrity of discrete trial instruction	\$2,716	Q5.L.C	New England Center for Children
An evaluation of outcomes for brief and extended response restriction preference assessments	\$2,595	Q4.S.C	New England Center for Children
Increasing variability in play in children with autism	\$2,595	Q4.S.C	New England Center for Children
An evaluation of behavior sampling procedures for event recording	\$2,217	Q4.S.C	New England Center for Children
Categories of Preference and Their Reinforcing Efficacy	\$2,217	Q4.S.C	New England Center for Children
Evaluating the effects of intermittent reinforcement during paired stimulus preference assessments	\$2,217	Q4.S.C	New England Center for Children
Evaluating the effects of isolated reinforcers on skill acquisition	\$2,217	Q4.S.C	New England Center for Children
Further evaluation of enhanced written instructions	\$2,217	Q5.L.C	New England Center for Children
Strategies to increase cooperation during transitions: A evaluation of student preference	\$1,750	Q4.L.D	New England Center for Children
Teaching Core Skills: Evaluating a Targeted Curriculum	\$1,750	Q4.L.D	New England Center for Children
Multiple Mands and the Resurgence of Behavior	\$1,750	Q4.S.C	New England Center for Children
Preference for precommitment choice in children with autism	\$1,750	Q4.S.C	New England Center for Children
Using matrix training to promote generalization of waiting	\$1,750	Q4.S.C	New England Center for Children
Using matrix training to promote generalization of foundational skills	\$1,750	Q4.S.C	New England Center for Children

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Teaching a generalized repertoire of helping	\$1,750	Q4.S.C	New England Center for Children
Contingency analysis of observing and attending in intellectual disabilities	\$1,750	Q4.S.C	New England Center for Children
Enhancing Reading Comprehension: An Anaphoric Cuing Procedure	\$1,750	Q4.S.C	New England Center for Children
Do children with autism spectrum disorders prefer predictable schedules?	\$1,750	Q4.S.C	New England Center for Children
Assessment & treatment of problem behavior in transitions between activities	\$1,750	Q6.Other	New England Center for Children
Evaluating direct and indirect reinforcement contingencies in children with autism	\$1,143	Q4.Other	New England Center for Children
Use of a multiple schedule to treat perseverative behavior	\$1,143	Q4.Other	New England Center for Children
Comparing the effects of DRO & DRL schedules on problem behavior	\$1,143	Q4.S.H	New England Center for Children
Evaluating the use of alternative reinforcers and a work contingency for problem behavior maintained by tangible reinforcement	\$1,143	Q4.S.H	New England Center for Children
Establishing within-session response diversity and generalization in an autistic population	\$1,143	Q5.L.D	New England Center for Children
Assessment and Treatment of Disruptive Behavior Maintained by Escape from Dental Procedures	\$1,143	Q5.L.E	New England Center for Children
Assessment and Treatment of Disruptive Behavior Maintained by Escape from Dental Procedures	\$1,143	Q5.L.E	New England Center for Children
Conditioning of Verbal Praise	\$899	Q4.Other	New England Center for Children
A comparison of BST and enhanced instruction training for conducting reinforcer assessments	\$899	Q4.Other	New England Center for Children
Reinforcer effectiveness of healthy food	\$899	Q4.S.C	New England Center for Children
A parametric analysis of the effect of procedural integrity errors in delivering reinforcement on skill activities	\$899	Q4.S.C	New England Center for Children
Using Differential Reinforcement for Independent Responding	\$899	Q4.S.C	New England Center for Children
Displacement and underevaluation of healthful foods by snack foods in preference assessments and surveys	\$899	Q4.S.C	New England Center for Children
A comparison of three methods for identifying reinforcers for children with autism	\$899	Q4.S.D	New England Center for Children
Assessing Preference and Reinforcer Efficacy of Social Consequences	\$899	Q4.S.D	New England Center for Children
Comparison of DRA and DNRA as Treatment for Problem Behavior Maintained by Escape from Social Demands	\$899	Q4.S.H	New England Center for Children

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Enhanced Instruction as a Staff Training Tool for Increasing Treatment Integrity in the Implementation of Skill Acquisition Programs	\$899	Q5.L.C	New England Center for Children
Transferring stimulus control to promote more independent leisure initiation	\$0	Q4.S.C	New England Center for Children

